Arizona Program Standards for Beginning-Teacher Induction

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Acknowledgements

The stakes are high. Everyday we wager the future of this country on our teachers. We are daily entrusting the dreams of our young people to those who teach them. Whether those dreams are delayed, denied, or fulfilled is ours to decide…Teachers are not "finished products" when they complete a teacher preparation program. Guided entry into teaching, via residencies and mentored induction, should become a standard feature of every high quality teacher preparation approach.

> *No Dream Denied*
> *National Commission on Teaching and America's Future*
> *Washington, D.C., January 2003*

The purpose of induction programs is to provide logistical, emotional, and teaching support to ease a new teacher's transition from student to professional. Two outcomes of effective induction are strengthening of teaching practice and increased retention rates. Research is also finding strong connections between comprehensive mentoring and student achievement. A study completed by the New Teacher Center at the University of Santa Cruz comparing three school districts with different mentoring programs for new teachers showed that the district that maintained a high-intensity program (full-release mentor working with 15 new teachers) had more new-teacher classes with positive gains in student achievement than did the other two districts, where the intensity of support decreased (to either a 1:35 ratio or a no-release-time buddy system) in the second year.

In her April 2005, Message of the Week, Governor Janet Napolitano outlined her Master Teacher Program. "Teachers who have the opportunity to continually hone their skills and have a support network of other experienced teachers are not only better able to serve their students but are more likely to stay in the teaching profession." In January 2004, Arizona Superintendent of Public Instruction Tom Horne established three initiatives centered on "Better Schools…Better Teachers…Better Curriculum." At that time he communicated his desire to convene stakeholders to take a closer look at a statewide induction and mentoring program. Mentoring has been an important element in many school districts across Arizona for the past 20 years. For example, mentoring is a required component of Arizona's Career Ladder program. Educators in Arizona have developed much expertise through their experiences.

In May 2004, a group of Arizona stakeholders, including practitioners in the field with experience in mentoring and/or induction, met to discuss the possibility of establishing intensive, two-year induction programs throughout Arizona. This group had extended conversations around the establishment of standards for induction and mentoring programs. The standards that follow are the result of the thinking and collaborations of the stakeholders. This document is not intended to be a mandate-compliance document, but rather a vision of what quality induction programs can be. This document is meant to be a guide as induction programs are designed. The purpose of these standards is to support the development of formal induction programs that respect the local context while acceding to a set of standards with systematic processes designed to enhance teaching and learning.

Introduction

In *Doing What Matters Most: Investing in Quality Teaching: National Commission on Teaching and America's Future*, Linda Darling Hammond states that the quality of the classroom teacher is the single most important factor for increased student learning.[1] A study by Karen Seashore Louis and others determined that collaboration, not simply collegiality, among teachers is essential for improved student achievement.[2] Teachers have traditionally worked in isolation with little opportunity for adult learning and reflection upon one's practice. Formal induction programs offer support and resources to new educators if they are framed around a set of standards with systematic processes designed to enhance teaching and learning. Such programs also offer the opportunity to educators to profoundly influence the culture of teaching.

The following standards reflect the belief that the quality of our work with beginning teachers directly impacts the quality of their work with students. Quality induction needs to be comprehensive, developmental, embedded in beginning teachers' classroom experience, systemic, systematic, and equitable for all beginning teachers.

An induction program is the most important way to help teachers continue to grow as professionals and to support the issues of retention and recruitment of quality teachers.

The standards that follow reflect the values, beliefs, and expertise of the diverse group of Arizona educators who framed this work. As a group, we believe that

- Highly effective teachers are essential to creating high-performing and successful students.
- High standards for both teachers and students must guide our efforts to become lifelong reflective learners.
- New teachers develop into effective educators when they are involved in job-embedded professional development and data-driven decision making throughout their career.
- Skilled mentors are an integral part of an induction program.
- Induction programs offer professional growth opportunities for veteran teachers who mentor new teachers.
- An arena for celebrating successes must be a part of an induction program.
- Teachers benefit from collaboration and from solving problems in an accountable peer environment.
- Site administrators need to be actively involved in beginning-teacher induction programs in non-evaluative supportive roles.
- The primary focus of an induction program must be instruction enhancement, increased student achievement, and success for all students.

[1] Darling-Hammond, L.
[2] Louis, K.S., marks, H. M., & Kruse, S. (1996). Teachers' professional community in restructuring schools. *American Educational Research Journal, 33* (4), 757-798.

Program Standard 1: Program Evaluation

The evaluation of a beginning-teacher induction program is a comprehensive system of formative and summative assessments that evaluate and analyze all program concepts aligned with the Arizona Professional Teaching Standards. Evaluation design includes input from all participants. Program sponsors participate in accountability processes designed to ensure program quality and effectiveness. The ultimate measure of the success of the mentoring program is improved academic achievement for all students.

Program Elements for Standard 1: Program Evaluation

Beginning-Teacher Induction Program goals and the program standards will be the criteria for program evaluation. These criteria will include an examination of beginning teachers' performance aligned to Arizona Professional Teaching Standards and student achievement data. Program evaluation will include all components of the program design. Goals and intended outcomes will be reviewed and revised as necessary, based on formative program evaluation data.

Ongoing Beginning-Teacher Induction Program evaluations will include formative and summative processes using information from multiple internal and external research-based quantitative and qualitative data sources such as teachers, collaborating partners, site administrators, program staff, and the program leadership team. Program directors will oversee the development of research mechanisms and longitudinal data collection strategies to track and analyze teacher retention, student achievement, and exit interview results for program improvement.

The Beginning-Teacher Induction Program will regularly collect feedback about program quality and effectiveness from all participants including mentors, beginning teachers, and site administrators, using both formal and informal measures. Program leaders will analyze data, systematically share them with program sponsors and others, and use data to improve the Beginning-Teacher Induction Program.

Beginning-Teacher Induction Programs will participate in developing a statewide database to inform statewide policy related to teacher development. Data will not be used to monitor individual teacher performance and will not be used for individual teacher or pre-service training evaluation.

Program Standard 2: Program Design

The design of a beginning-teacher induction program includes a comprehensive, job-embedded lifelong professional development plan for teachers. The design focuses on quality implementation of the Arizona Professional Teaching Standards leading to student success. The program is designed in collaboration involving representation from all stakeholders.

Program Elements for Standard 2: Program Design

The Beginning-Teacher Induction Program rationale for a professional development plan will articulate a clear understanding of teacher induction and describe how the selected two-year design is part of a comprehensive professional development plan for teacher development.

The Beginning-Teacher Induction Program design will provide professional development opportunities that focus on diversity and equity for the professional development of new teachers and their mentors and may include pedagogical approaches that address diverse learners; connections between content and equity; strategies and resources to help teachers understand local culture and community; knowledge of what diverse learners bring to class; and self-knowledge related to diversity and equity.

Program goals will be explicitly linked to improving instruction based on the Arizona Professional Teaching Standards and focused on increased student achievement. Program goals will include retaining quality teachers; improving beginning teachers' skills and performance, especially as they relate to utilizing research-based best practices in the classroom; supporting teacher collaboration, communication, and collegiality; building a sense of professionalism and positive attitude; providing a seamless transition into teaching; putting theory into practice; preventing teacher isolation; and building the capacity for self-reflection.

The Beginning-Teacher Induction Program will include a concrete process for advising beginning teachers about their involvement in the program and a clear set of expectations for their participation.

The design of the Beginning-Teacher Induction Program will provide for mentors who are:
- fully or partially released from classroom responsibilities (teachers fully released from classroom responsibilities will mentor beginning teachers with an ideal ratio of 1:15)
- sufficiently prepared and adequately supported for work with beginning teachers
- provided with time to meet with beginning teachers to problem solve, reflect upon teaching practices, and acquire skills

Program design provides for a program administrator with adequate time and resources to implement the program and to coordinate with other local, site-based professional development or reform initiatives.

Program Standard 3: Administration and Leadership

Beginning-teacher induction program leadership demonstrates a commitment to teacher induction and improving student achievement. The leadership implements the program within an administrative structure that effectively manages and delivers support and formative assessment services to beginning teachers, teacher leaders, and administrators.

Program Elements for Standard 3: Administration and Leadership
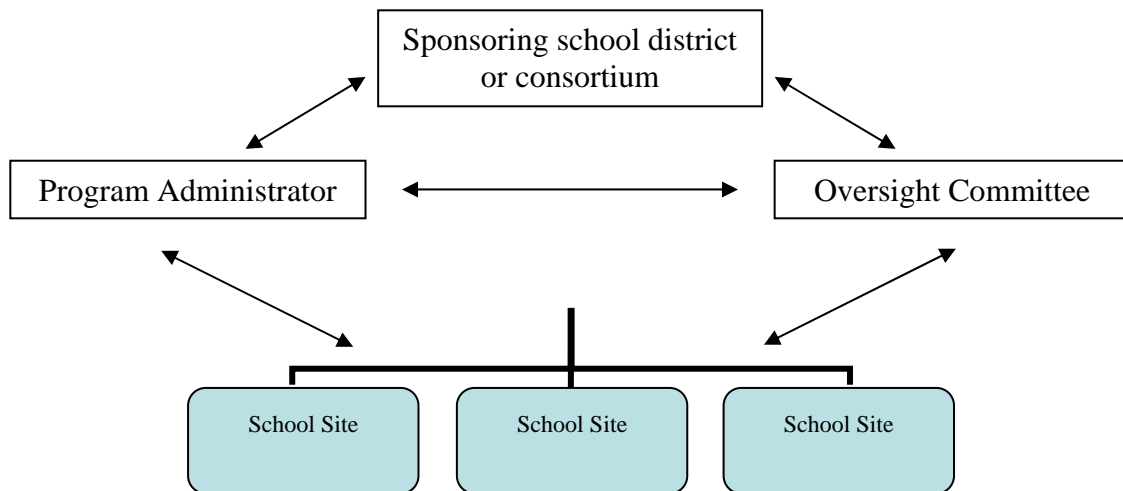
The Beginning-Teacher Induction Program may be sponsored by a single K-12 school district, charters functioning as a consortium, a university, or an education service agency. Provisions can be made by utilizing technology and distance learning to include small, remote, and/or rural districts.

The Beginning-Teacher Induction Program sponsor will demonstrate commitment to the program through the clear and appropriate allocation of authority, initiative, and sufficient resources to support its implementation. In a consortium, personnel and material resources will be assigned to each sponsoring organization in proportion to its level of effort and degree of responsibility.

An oversight committee, which includes representatives from the various program sponsors, will be responsible for the overall direction of the Beginning-Teacher Induction Program and will meet regularly to discuss program design, development, implementation, and formative evaluation. The oversight committee's responsibilities will be clearly defined as appropriate to the local program context.

The Beginning-Teacher Induction Program sponsor will identify a qualified program administrator whose roles and responsibilities are appropriate to the scope of the program. The program administrator will be accorded adequate time, resources, and authority necessary to oversee the details of program design and implementation. The program administrator will be a member of the oversight committee.

The Beginning-Teacher Induction Program oversight committee and program administrator will demonstrate the depth of knowledge and understanding necessary to be able to implement an induction program. They will be knowledgeable about the Arizona Professional Teaching Standards. Both the oversight committee and program administrator will actively participate in ongoing professional development, research, and related technical support activities.

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Program Standard 4: Site Administrator Roles and Responsibilities

A beginning-teacher induction program administrator informs site administrators in the design, implementation, and ongoing evaluation of the program. The program administrator works with site administrators to ensure that induction practices are integrated into existing district and site professional development initiatives. Site administrators provide the structure and create a positive climate for the program's intensive support and formative assessment activities.

Program Elements for Standard 4: Site Administrator Roles and Responsibilities

The Beginning-Teacher Induction Program administrator will clearly communicate the program's rationale, goals, and design to site administrators and others responsible for employing, assigning, and supporting beginning teachers. Site administrators should participate in an overview of the program to be sufficiently familiar with the model in order to support and reinforce the vision and purpose of induction. Site administrators will be informed concerning the change process and stages of teacher development.

Program design will provide clear models for communication between mentors and site administrators to contribute to a seamless alignment between the Beginning-Teacher Induction Program and the Arizona Professional Teaching Standards.

When possible, efforts will be made to secure assignments for beginning teachers that maximize their chances for success. Considerations might include the following:
- Reduced assignments (limited preparations or limited class size)
- Classrooms located in proximity to site administration or other support
- Limited extracurricular duties
- Class assignments that take into consideration the developmental level of a novice teacher—not at a high poverty and low achieving school if at all possible.
- Additional resources for materials

The Beginning-Teacher Induction Program will work with site administrators to establish a culture of support for mentor- and beginning-teacher collaboration. Site administrators will understand and respect the need for confidentiality between the mentor and beginning teacher.

Commitment of the site administrator will include conducting an initial orientation for beginning teachers to inform them about site resources, personnel, procedures, and policies.

Site administrators will provide the time and resources for the implementation of the induction program at the site including facilitating conditions necessary to ensure success (substitute teachers, time, space, materials, schedule flexibility).

Site administrators will participate in the Beginning-Teacher Induction Program evaluation by providing feedback regarding program effectiveness.

Program Standard 5: Beginning-Teacher Professional Development Responsibilities

Each beginning-teacher induction program provides comprehensive, extended preparation and professional development for beginning teachers designed to support their induction into the profession, as well as their attainment of the Arizona Professional Teaching Standards. Evidence of professional growth is guided by the development and implementation of an annual personal professional growth plan. Professional development for beginning teachers is characterized by an approach that integrates the formal and informal individualized support and assistance from mentors with other professional development offerings.

Program Elements for Standard 5: Beginning-Teachers Professional Development Responsibilities

The Beginning-Teacher Induction Program will provide an array of professional development opportunities for beginning teachers that support their attainment of the knowledge and skills needed to meet the Arizona Professional Teaching Standards. Professional development experiences for beginning teachers will focus on skills and practices consistent with school site goals and priorities.

Mentors will help beginning teachers to develop and implement an annual personal professional growth plan based on their prior preparation, training, experience, student achievement data, and site needs. Formative assessment evidence will guide the development, monitoring, and ongoing revisions of the individual learning plan.

The beginning teacher will provide evidence of growth in relation to his/her personal professional growth plan. The plan will include professional growth goals linked to student learning goals and strategies for attaining those goals. The goals will also be linked to the Arizona Professional Teaching Standards and student standards. Evidence of beginning teachers' progress in meeting the goals is will be monitored and revised at intervals or as additional needs are identified from student assessment data and teacher formative assessment data. The personal professional growth plan can be shared with others, including the site administrator, at the discretion of the beginning teacher but will not be tied to evaluation.

The Beginning-Teacher Induction Program will allocate mentors and beginning teachers sufficient time to consider formative assessment evidence and develop planned, systematic opportunities to improve teaching.

Professional development will be specific for beginning teachers. In-services throughout the school year will be grounded in the Arizona Professional Teaching Standards. Mentor interactions will be both formal and informal, such as conferencing, ongoing classroom visits, and opportunities for collaboration. Mentors will support collaboration with other beginning teachers, grade level teams, and/or content area teams. Mentors will guide beginning teachers in reflection processes focused on teaching standards.

Program Standard 6: Mentor-Teacher Selection and Assignment

A beginning-teacher induction program selects mentors for beginning teachers using explicit criteria consistent with assigned beginning-teacher induction program responsibilities. Mentors are selected and assigned using a well-articulated process. Mentors are assigned to beginning teachers in a timely manner, taking content, experience, grade level, pedagogical needs, and local context into account.

Program Elements for Standard 6: Mentor Teacher Selection and Assignment

The roles and responsibilities of mentors will be clearly defined in writing and communicated to all participants. The selection process may include an application that might include a principal recommendation and a classroom observation as well as a personal interview.

Selection criteria will be consistent with the mentors' specified roles and responsibilities, including but not limited to the following:
1. Recognition as an exemplary classroom teacher and excellent professional role model
2. At least five years successful teaching experience in the K-12 classroom
3. Effective interpersonal and communication skills with all stakeholders and parents
4. Knowledge about district resources
5. Commitment to personal professional growth and learning
6. Evidence of reflective practice and experience working with a diverse population
7. Evidence of standards-based practice
8. Experience working with a diverse population
9. Willingness and ability to participate in professional preparation to acquire the knowledge and skills needed to be an effective mentor
10. Willingness and ability to engage in formative assessment processes, including non-evaluative, reflective conversations with beginning teachers about formative assessment evidence
11. Willingness and ability to work collaboratively and share instructional strategies and materials with beginning teachers
12. Knowledge of beginning-teacher development
13. Knowledge of curriculum, instruction, and assessment

The Beginning-Teacher Induction Program will match mentors with beginning teachers, taking into consideration credentials held, subject matter knowledge, orientation to learning, relevant experience, current assignments, and geographic proximity. Clear procedures will be in place for reconsidering assignments in a timely manner when either the mentor or beginning teacher is dissatisfied with the pairing.

Program Standard 7: Mentor-Teacher Professional Development

Each beginning-teacher induction program provides preparation an ongoing professional development for mentors to prepare them for and support them during work with beginning teachers.

Program Elements for Standard 7: Mentor-Teacher Professional Development

The Beginning-Teacher Induction Program will provide professional development for mentors when they initially assume their roles. Mentors will have additional learning opportunities to acquire and enhance their knowledge and skills. Mentors will perform their duties under the supervision of the program administrator.

The Beginning-Teacher Induction Program will provide professional development for mentors including the development of the knowledge and skills needed to

1. Understand the characteristics of developing teachers
2. Identify and respond to diverse needs of beginning teachers
3. Engage in mentoring conversations, including reflective questions about teaching practices, providing directive feedback, and coaching skills
4. Assist beginning teachers in understanding the local context for teaching, including orientations to the district, school, and community
5. Use observation techniques, including data collection and analysis
6. Use formative assessment to assist beginning teachers' development in relation to the Arizona Professional Teaching Standards
7. Fair and equitable use of evidence from formative assessments with beginning teachers to assist in the development of personal professional growth
8. Assist beginning teachers in working with a diverse student population
9. Analyze multiple sources of data, including, but not limited to
    Classroom observation
    Reflective Dialogue Journal
    Mentor logs
    Survey data
    Student artifacts (work, assessments, projects)
    Peer observations, formal and informal
    Video and audiotape
    Student achievement data

The Beginning-Teacher Induction Program will provide professional development to prepare mentors in the appropriate use of the instruments and processes of the formative assessment system. Mentors will understand that the formative assessment process is confidential and is separate from the site administrator evaluation process.

Mentors will have time, supported by the program, to meet with each other to develop and refine needed mentor skills, and to problem-solve, assess, and reflect on teaching. Mentors stay abreast of current practice (e.g., cognitive coaching and instructional strategies).

The program will assess the quality of services provided by mentors to beginning teachers using multiple sources of evidence, including information from beginning teachers. The program administrator will provide formative feedback to mentors on their work and retains in the program only those mentors who are successful.

Program Standard 8: Formative Assessment System for Beginning Teachers

Each beginning-teacher induction program's formative assessment system guides beginning teachers and mentors, and informs beginning teachers about their professional growth. The purpose of formative assessment is to improve teaching as measured by each standard of the Arizona Professional Teaching Standards. The results are used to guide professional development.

Program Elements for Standard 8: Formative Assessment System for Beginning Teachers

A formative assessment system will be characterized by multiple measures of teaching, connections to data on student learning, collaboration with colleagues, a focus on classroom practice, and reflection with a mentor about evidence, using specific criteria.

Formative assessment results will be used to guide mentoring and professional development and are **not** appropriate for teacher evaluation, employment decisions, or credentialing requirements. Formative assessment data should not be confused with formative evaluation for personnel purposes.

The Beginning-Teacher Induction Program will use a formative assessment system that offers multiple opportunities for beginning teachers to learn and demonstrate knowledge, understanding, and applications of the Arizona Professional Teaching Standards in relation to student content standards and in the context of their teaching assignments.

The assessment system will include multiple measures appropriate to the standards being assessed in order to generate formative assessment evidence that is consistent and accurate. Multiple measures should include some or all of the following: peer observation, student needs, self-assessment, reflective feedback (e.g., interactive journals), the process of inquiry, analyzing student work products, and reviewing teacher work samples.

The Beginning-Teacher Induction Program will include a process for developing and implementing a personal professional growth plan for each participant based on formative assessment evidence.

Glossary

Beginning teacher: A beginning teacher is one who has completed less than two years of full-time teaching experience in a public or an accredited nonpublic school at the time of employment.

Consortium: A consortium is a formal partnership among two or more school districts to sponsor and administer a Beginning-Teacher Induction Program. The consortium may include other sponsoring organizations, such as one or more institutions of higher education or education service agencies.

Formative assessment: Formative assessment refers to an ongoing process that measures a teacher's development over time and is administered to help teachers improve their teaching. It is objective and data based. A variety of data sources are used. These may include observation data, lesson plans, student work, and videotaped lessons. Formative assessment data are used to identify the teacher's strengths and challenges so that appropriate assistance and guidance can be provided. Formative assessment procedures are usually conducted collaboratively and are responsive to the beginning teacher's developmental needs. The goals of formative assessment are professional growth and improvement in the quality of instruction and student learning.

Induction: As the term is used in these program standards, induction refers to at least the first two years of a teacher's professional service. It is a distinct phase of teacher development as well as a period of acculturation and socialization. An induction program refers to a comprehensive array of services, including mentoring, that are provided to a beginning teacher during this period.

Job-embedded: This term emphasizes the importance of linking professional development opportunities directly with day-to-day teaching practice. This is in contrast to professional development workshops that may be episodic, unrelated events.

Mentor: A mentor is an experienced teacher who meets the criteria for selection, successfully completes required training, is released from classroom duties, and serves to provide professional support that focuses on improving the knowledge and skills of beginning teachers and increasing student achievement.

Oversight committee: This committee is a leadership group responsible for Beginning-Teacher Induction Program design and implementation. It is composed of representatives from school and/or district, as well as the program administrator.

Program administrator: A program administrator is the person or persons accorded primary responsibility for the day-to-day implementation of the Beginning-Teacher Induction Program.

Sponsor: A program sponsor is any organization or group of organizations that assumes responsibility or partial responsibility for the implementation of a Beginning-Teacher Induction Program as described in these program standards.

Summative assessment: Summative assessment refers to an assessment process that provides data for use by management in making personnel decisions for continuous employment. It is usually conducted by a supervisor or site administrator and is guided by clearly established personnel policies. Summative assessment uses standardized procedures that are applied across groups of teachers. Although summative assessment plays a critical role in the overall evaluation of a teacher, it is not a component of the Beginning-Teacher Induction Program.

Committee Members

Special thanks are extended to this group of educators who brought a diverse background of experiences and expertise. As a result, the document reflects the diversity of Arizona as well as the individual needs of counties, districts, and schools.

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Arizona Professional Teaching Standards

Focusing on Arizona's, schools, and district's academic standards.

As teachers develop, they may ask, How do I.. or Why do I...
- Ensure that each instructional activity is related to learning goals?
- Reflect on my teaching to inform short-term and long-term planning?
- Sequence subject matter concepts to support student learning?
- Select and sequence curriculum to promote understanding and critical thinking for all students?
- Sequence instruction to help students see relationships and connect design instructional activities so that all students participate in setting and achieving learning goals?

Addressing physical, mental, social, cultural, and community differences.

As teachers develop, they may ask, How do I.. or Why do I...
- Establish learning goals that address all students language, experience, and home and school expectations?
- Adjust the lesson plan to make content relevant and accessible to each student?
- Modify my plans to ensure opportunities for all students to lean and synthesize information?

Addressing prior knowledge of individual and group performances

As teachers develop, they may ask, How do I.. or Why do I...
- Build on the strengths, interests, and needs of all students to establish high expectations for learning?
- Incorporate students knowledge and experience in my curriculum and instructional planning?
- Use knowledge about students lives and their families and communities to inform my planning of curriculum and instruction?

Aligning curriculum with student assessments while indicating short and long term goals.

As teachers develop, they may ask, How do I.. or Why do I...
- Develop short-term and long term plans that build on and extend students understanding of subject matter?
- Make decisions about organizing curriculum to allow enough time for student learning, review, and assessment?
- Think ahead toward long-term goals for student learning?
- Use my knowledge of subject matter and students to plan and pace instructional activities over time?
- Incorporate diverse subject matter perspectives in my planning?

Incorporating appropriate assessments.

As teachers develop, they may ask, How do I.. or Why do I...
- Revise plans based on formal and informal student assessment?
- Adjust my plans to allow enough time for student learning?
- Use formal and informal student assessment in short-term and long-term planning?
- Assess my students to support student learning goals, district standards, and family expectations?
- Use standardized tests, diagnostic tools, and developmental assessments to understand student progress?

Standard 1:
Designs and Plans Instruction

Teachers focus on Arizona's, districts, and school's academic standards. They align the curriculum with student assessments and indicate short and long term goals. Teachers address physical, mental, social, cultural, and community differences among learners. They address prior knowledge of individual and group performances. They include an appropriate use for variety of instructional methods, materials, and resources. Teachers include learning experiences that are not only developmentally appropriate, but ones that address a variety of cognitive levels. These learning experiences, based upon the principals of effective instruction, are appropriate for curriculum goals and accurately represent the content. Finally, teachers incorporate appropriate assessments of student progress.

Including learning experiences that are developmentally appropriate while addressing a variety of cognitive levels.

As teachers develop, they may ask, How do I.. or Why do I...
- Plan to ensure access to challenging, diverse, academic content for all students?
- Ensure that goals for student learning promote critical thinking and problem solving?

Creating learning experiences, based on principals of effective instruction, which are appropriate for curriculum goals and accurately represent the content.

As teachers develop, they may ask, How do I.. or Why do I...
- Establish short-term and long-term goals for student learning?
- Plan to use instructional strategies appropriate to the complexity of the lesson content and student learning needs?

Including an appropriate use of a variety of instructional methods, materials, and resources.

As teachers develop, they may ask, How do I.. or Why do I...

- Use subject matter resources, materials, and technologies to organize curriculum?
- Select and use instructional materials and resources that promote student understanding of subject matter?
- Select and use learning materials and resources that reflect the diversity in my classroom?
- Use technologies that convey key concepts in the subject matter area?
- Help all students gain access to useful materials, resources, and technologies to support their learning of subject matter?
- Choose and adapt instructional materials to make subject matter relevant to students experience and interests?

Establishing a climate that promotes fairness and respect.
As teachers develop, they may ask, How do I.. or Why do I…
- Model and promote fairness, equity, and respect in the classroom?
- Encourage, support, and recognize the achievements and contributions of all students?
- Encourage students to take risks and be creative?
- Understand and respond in inappropriate behaviors in a fair, equitable way?

Providing a motivating learning environment.
As teachers develop, they may ask, How do I.. or Why do I…
- Arrange the room to facilitate positive classroom interactions?
- Arrange and adapt classroom seating to accommodate individual and group learning needs?
- Create a classroom environment that reflects and promotes student learning?
- Make the classroom environment safe and accessible for all students?

Promoting appropriate classroom participation.
As teachers develop, they may ask, How do I.. or Why do I…
- Structure time with students to support their learning?
- Pace and adjust instructional time so that students remain engaged?
- Redirect student behavior in the most productive and time effective way?
- Use the classroom environment to provide opportunities for independent and collaborative learning?
- Participate in and promote positive interactions between all students?
  support and monitor student collaboration during learning activities?
- Help students make decisions about managing time and materials during learning activities?

Listening thoughtfully and responsively.
As teachers develop, they may ask, How do I.. or Why do I…
- Listen to needs of students and their families and act accordingly?
- Ensure that communication with students and their families is understood?
- Engage in thoughtful dialogue and reflection?

Applying to daily practice of the ethics of the profession.
As teachers develop, they may ask, How do I.. or Why do I…
- Demonstrate professional conduct and integrity in the classroom and school community?
- Extend my knowledge about the professional and legal responsibilities for students learning, behavior, and safety?
- Maintain confidentiality of student records and performance?

Displaying effective classroom management techniques.
As teachers develop, they may ask, How do I.. or Why do I…
- Understand the reasons for student behavior?
- Establish and consistently maintain standards of behavior that reflect my students developmental and personal needs?
- Intervene when student behavior does not meet agreed-upon classroom standards?
- Facilitate student participation in classroom decision-making?
- Help all students learn to solve problems and resolve conflicts?
- Support students as they develop responsibility for their own behavior?
- Work collaboratively with families to maintain standards for student behavior?

Encourage self-discipline and responsibility.
As teachers develop, they may ask, How do I.. or Why do I…
- Teach leadership skills and provide opportunities for all students in assuming responsibility for themselves and one another?
- Use classroom rules to support all students in assuming responsibility for themselves and one another?
- Create opportunities for all students to become self-directed learners?
- Motivate students to initiate their own learning and to strive for challenging learning goals?
- Provide time for students to reflect on their learning and process of instruction?
- Involve all students in the development of classroom procedures and routines?

Facilitating people working productively and cooperatively with each other.
As teachers develop, they may ask, How do I.. or Why do I…
- Group students to promote social development and learning?
- Create opportunities for students to communicate and work with one another?
- Help all students become respectful of others who may be different for them?
- Help all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view?

Organizing materials, equipment, and other resources.
As teachers develop, they may ask, How do I.. or Why do I…
- Manage student and teacher access to materials, technology, and resources to promote learning.
- Help all students gain access to useful materials, resources, and technologies to support their learning of the subject matter?
- Develop a daily schedule, timelines, classroom routines, and classroom rules to maximize student learning?

Standard 2:
Creating and Maintaining a Learning Climate

Teachers establish and maintain standards of mutual respect. Teachers display effective classroom management techniques and encourage students to demonstrate self-discipline and responsibility to not only themselves, but others. Teachers respect the individual differences among learners. Teachers facilitate people working productively and cooperatively with each other. Teachers provide a motivating learning environment. Teachers promote appropriate classroom participation. Teachers listen thoughtfully and responsively. Teachers organize materials, equipment, and other resources appropriately. Teachers apply to daily practice the ethics of the profession.

Implementing teacher-designed lesson plans and communicating specific standards as well as high expectations for learning.
As teachers develop, they may ask, How do I.. or Why do I...
- Plan lessons and units that promote access to academic content for all students?
- Use my knowledge of subject matter and my students to implement and design lesson plans?
- Make decisions about organization curriculum to allow enough time for student learning while assuring progress to mastery of standards?
- Open a lesson or unit to capture student attention and interest?

Linking learning with prior knowledge, experiences, and background while modeling skills, concepts, attributes or thinking processes to be learned.
As teachers develop, they may ask, How do I.. or Why do I...
- Help students to see the connections between what they already know and the subject matter?
- Help students connect classroom learning to their life experiences and cultural understanding?
- Build on students comments and questions during a lesson to extend their understanding?
- Make on the spot changes in my teaching based on students interests and questions?

Demonstrating effective written and oral communication and using appropriate language to clearly and accurately communicate with leaders.
As teachers develop, they may ask, How do I.. or Why do I...
- Explain clear learning goals for all students of each activity or lesson?
- Effectively communicates material to be taught in a manner that reaches all learners?
- Use intentional language of each subject?

Using strategies which address the diverse needs of learners and demonstrating multicultural sensitivity while ensuring they are developmentally appropriate.
As teachers develop, they may ask, How do I.. or Why do I...
- Design lessons that promote subject matter knowledge and language development for language learners?
- Use what I know about cognitive and linguistic development to plan instruction that supports student learning?
- Recognize and incorporate student diversity as a integral part of my planning?

Standard 3:
Implements and Manages Instruction

Teachers appropriately implement teacher-designed lesson plans and communicate to students specific standards as well as high expectations for learning. Teachers link learning with students prior knowledge, experiences, and background, while modeling skills, concepts, attributes, or thinking processes to be learned. Not only do they demonstrate effective written and oral communication, they also use appropriate language to clearly and accurately communicate with learners. Teachers use strategies which address the diverse needs of learners and demonstrate multicultural sensitivity while making sure that they are appropriate to student's developmental needs. Teachers encourage critical thinking, and when appropriate, connect lessons to real life situations. Teachers use technology as well as a variety of instructional resources. They use a variety of effective teaching strategies to actively engage students while maximizing the amount of class time students are actually engaged in learning. Teachers provide opportunities for students to use, as well as practice, what is learned and adjust their instruction based on feedback from students.

Encouraging critical thinking and connecting lessons to real life.
As teachers develop, they may ask, How do I.. or Why do I...
- Provide opportunities for students who think, discuss, interact, and evaluate content?
- Help students to learn, practice, internalize, and apply subject-specific, learning strategies and procedures?
- Support all students in critically investigating subject matter concepts and questions?
- Engage all students in problem solving activities and encourage multiple approaches and solutions?
- Encourage all students to ask critical questions and consider diverse perspectives about subject matter?

Using technology as well as a variety of instructional resources.
As teachers develop, they may ask, How do I.. or Why do I...
- Use subject matter resources, materials, and technologies to organize the curriculum?
- Use technologies to convey key concepts and further explore the subject?
- Help all students gain access to useful materials, resources, and technologies to support their learning?

Using a variety of effective teaching strategies to actively engage students while maximizing the amount of class time students are engaged in learning.
As teachers develop, they may ask, How do I.. or Why do I...
- Develop and use a repertoire of instructional strategies that are suited to teaching a particular subject matter?
- Use the classroom environment to provide opportunities for independent and collaborative learning?
- Very my instructional strategies to increase students active participation in learning?
- Engage students in a variety of learning experiences to address the different ways they learn?
- Use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so that

Providing opportunities for students to use, as well as practice, what is learned & adjust instruction based on feedback from students.
As teachers develop, they may ask, How do I.. or Why do I...

- Provide opportunities for students to learn and practice skills in meaningful contexts?
- Make use of unexpected events to augment student learning?
- Recognize when a lesson is falling apart & what to do about it?

Communicate the complexity of date so that all parents understand their child's learning.

Promoting student self-assessment.
As teachers develop, they may ask, How do I.. or Why do I...
- Make assessment integral to the learning process?
- Model assessment strategies for all students?
- Develop and use tools and guidelines that help all students assess their own work?
- Help students build their skills in self-reflection?
- Provide opportunities for students to engage in peer discussion of their work?
- Help all students to understand and monitor their own learning goals?
- Provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?

Maintaining records of student work and performance.
As teachers develop, they may ask, How do I.. or Why do I...
- Use a variety of assessments to determine what students know and are able to do?
- Select, design, and use assessment tools appropriate to what is being assessed?
- Know that the assessment tools I use are matched to and support my goals for student learning?
- Collect, select, and reflect upon evidence of student learning?
- Ensure that my grades are based on multiple sources of information?
- Assess my students to support student learning goals, district standards, and family expectations?
- Work with families to gather information about all students and their learning?
- Use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?

Using records of student performance to guide instructional decisions.
As teachers develop, they may ask, How do I.. or Why do I...
- Use curriculum standards from district, state, and other sources to guide how I establish learning goals?
- Involve all students and families in establishing goals for learning?
- Review and revise learning goals with every student over time?
- Ensure that student learning goals reflect the key subject matter concepts, skills, and applications?
- Ensure that goals for learning are appropriate to my students developmental, language acquisition, or other special needs?
- Ensure that my grading system reflects goals for student learning?

- Work with other educators to establish learning goals and assessment tools that promote student learning?
- Use standardized tests, diagnostic tools and developmental assessments to

Using a variety of appropriate formal and informal assessments aligned with instruction.
As teachers develop, they may ask, How do I.. or Why do I...
- Use assessment to guide my planning?
- Use informal assessments of student learning to adjust instruction while teaching?
- Use assessment data to plan more effective ways of teaching subject matter concepts and processes?
- Use assessment information to determine when and how to revisit content that has been taught?
- Use assessment data to meet students individual needs?
- Use assessment results to plan instruction to support students individual educational plans (IEP)?

Offering students and parents appropriate feedback on progress towards learning expectations.
As teachers develop, they may ask, How do I.. or Why do I...
- Provide all students with information about their progress as they engage in learning activities?
- Provide opportunities for all students to share their progress with others?
- Communicate learning goals to all students and their families?
- Initiate and maintain regular contact with families and resource providers about student progress?
- Communicate the results of assessments with my students and their families?
- Involve families as partners in the assessment process?
- Provide families with the tools to assist learning at home?

Maintaining the privacy of student records and performance.
As teachers develop, they may ask, How do I.. or Why do I...
- Maintain confidentiality while enlisting the feedback of colleagues?
- Store and maintain records?
- Involve the assistance of support personnel?
- Utilize parent and community volunteers while maintaining confidentiality?
- Provide time for students to reflect on their learning and process of instruction?
- Involve all students in the development of classroom procedures and routines?

Standard 4:
Assessing Learning and Communicates Results to Students, Parents, and Other Professionals

Teachers assess student learning and communicate the results to students, parents, and other professionals with respect to the students abilities to meet the *Arizona Academic Standards*. Teachers promote student self-assessment. They use these records to guide instructional decisions. Teachers offer students and parents appropriate feedback on progress towards learning expectations. Teachers maintain the privacy of student records and performance.

Working with parents to enhance student learning at home and school.
As teachers develop, they may ask, How do I.. or Why do I…
- Value and respect students families and appreciate their roles in student learning?
- Provide learning opportunities for all families to participate in the classroom and school community?
- Develop an understanding of families racial, cultural, linguistic, and social backgrounds?
- Present the educational program to all families throughout the year?
- Engage families as sources of knowledge about students?
- Promote positive dialogue and interactions with families and respond to their concerns about students school experiences?

Collaborating with other professionals and agencies to improve the overall learning environment for students.
As teachers develop, they may ask, How do I.. or Why do I…
- Collaborate with teachers, administrators, education specialist, and paraprofessionals to ensure that all students diverse learning needs are met?
- Access the expertise and services of specialists outside of the school setting?
- Tap the expertise of colleagues to improve the learning environment for students in my classroom?
- Use observations of colleagues to improve my teaching?

Collaborating with colleagues to achieve school and district goals.
As teachers develop, they may ask, How do I.. or Why do I…
- Use the school environment to create opportunities for collaboration?
- Engage in thoughtful dialogue and reflection with colleagues to solve teaching-related problems?
- Contribute to school-wide events and learning activities?
- Establish and maintain relationships with other school staff to become a visable and valued member of the school community?
- Create opportunities to collaborate with colleagues?
- Contribute to and follow the established norms of the school setting?
- Promote consensus amongst my colleagues in the decision-making process?

> **Standard 5:**
> Collaborates with Colleagues, Parents, the Community, and other Agencies to Design, Implement, and Support Learning
>
> Teachers work with parents to enhance student learning at home and school. They collaborative with other professionals and agencies to improve the overall learning environment for students. Teachers access community resources and services to foster student learning. They demonstrate productive leadership and team membership skills that facilitate the development of mutually beneficial goals. Teachers collaborative with colleagues to achieve school and district goals.

Accessing community resources and services to foster student learning.
As teachers develop, they may ask, How do I.. or Why do I…
- Value and respect the student's community and appreciate its role in student learning?
- Seek out and use resources from the local community and businesses to support student learning?
- Promote collaboration between school and community?
- Identify and use school, district, and local community social service resources to benefit students and their families?

Demonstrating with other professionals and agencies to improve the overall learning environment for students.
As teachers develop, they may ask, How do I.. or Why do I…
- Participate in making and implementing school-wide decisions?
- Contribute to the learning of other educators?
- Resolve personal and professional conflicts with colleagues?
- Participate in and promote positive interactions between colleagues?

Reflecting on teaching practice.

As teachers develop, they may ask, How do I.. or Why do I...
- Assess my professional growth as a teacher over time?
- Learn about teaching as I observe and interact with my students?
- Reflect on my instructional successes and dilemmas to move my practice forward?
- Accurately reflect on each lesson's effectiveness and to the extent at which the instructional goals were met?
- Make specific suggestions as to what might be tried the next time?
- Improve the classroom teaching and learning each time?

Using supervisor's documentation of performance to help develop Professional Development Plan, and through on-going reflection, continually adapt this plan.

As teachers develop, they may ask, How do I.. or Why do I...
- Use information gained from Post Observation Conference to revise goals?
- Use feedback from my supervisor to improve the teaching and learning in my classroom?
- Use district and school goals and evaluations to develop focused Professional Development Plan?

Evaluating the influences their teaching practices have on student growth and learning.

As teachers develop, they may ask, How do I.. or Why do I...
- Analyze my teaching to understand what contributes to student learning?
- Continually reflect on practices and date in relation to student learning over time?
- Learn more about my own professional roles and responsibilities?

Standard 6:
Reviews and Evaluates Overall Performance and Implements a Professional Development Plan

Teachers reflect on their practices. They evaluate the influences these practices have on student growth and learning. Teachers design a Professional Development Plan for improving instruction and student learning. They use their supervisor's documentation of their performance to help develop this plan. Through on-going reflection, teachers continually adapt this plan. They engage in activities that implement their Professional Development Plan. Teachers pursue professional activities to support their development as a learner and a teacher. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

Engaging in activities that implement a Professional Development Plan.

As teachers develop, they may ask, How do I.. or Why do I...
- Use professional literature, school district, and other professional development opportunities to increase my understanding of teaching and learning?
- Continue to seek out and refine approaches that make the curriculum accessible to every student?
- Access different district professional growth activities that meet the individualized professional development plan?

Designing a Professional Development Plan for improving instruction and student learning.

As teachers develop, they may ask, How do I.. or Why do I...
- Formulate a Professional Development Plan that is based on my reflection and analysis?
- Prioritize development activities for improving classroom instruction and student learning?

Pursuing professional activities to support development as a learner and a teacher.

As teachers develop, they may ask, How do I.. or Why do I...
- Establish goals and seek out opportunities for professional growth and development?
- Expand my knowledge of new instructional methods and technologies?
- Benefit from and contribute to professional organizations to improve my teaching?

Balancing professional responsibilities and maintaining motivation.

As teachers develop, they may ask, How do I.. or Why do I...
- Maintain a positive attitude with students and colleagues?
- Challenge myself intellectually and creatively throughout my career?
- Deal with the isolation and stress of teaching?
- Find support to balance professional responsibilities with my personal needs?

- Maintain an attitude of lifelong learning?

Demonstrating the skills and concepts related to the subject area. At the elementary level, the teacher demonstrates knowledge of language arts and reading, math, science, social studies, and the fine arts. At the secondary level, the teacher demonstrates knowledge of the subject area or areas he or she is certified to teach.

As teachers develop, they may ask, How do I.. or Why do I...

- Maintain an attitude of lifelong learning?
- Formulate professional development plans that are based on my reflection, analysis, and student data?
- Challenge myself intellectually and creatively throughout my career?
- Continue to keep my subject matter knowledge current?
- Ensure that my subject knowledge is sufficient to support student learning?
- Use my subject matter knowledge to organize and sequence the curriculum to increase student understanding?

Demonstrating knowledge of basic facts and assumptions central to the discipline they teach.

As teachers develop, they may ask, How do I.. or Why do I...

- Establish goals and seek out opportunities for personal growth and development?
- Analyze my teaching to understand what contributes to student learning?
- Learn about teaching as I observe and interact with my students?
- Identify and understand the key concepts and underlying themes and relationships in the subject area(s) to be taught?
- Use my knowledge of student development to organize and sequence the curriculum to increase student understanding?
- Build understanding of my students cognitive and linguistic development?
- Build understanding of my students social, emotional, and physical development?

Making connections between knowledge of the subject areas and real life situations at the level of the students being taught.

As teachers develop, they may ask, How do I.. or Why do I...

- Continue to seek out and refine approaches that make the curriculum accessible to every student?
- Help all students relate subject matter concepts to previous lessons and their own lives and futures?
- Build on student life experience, prior knowledge, and interests to make the content relevant and meaningful?
- Help all students develop enthusiasm for and deep knowledge of the subject matter?

Standard 7:
General Academic Knowledge and Specific Academic Knowledge in Subject Area

Teachers have skills and concepts related to the subject area. At the elementary level, the teacher demonstrates knowledge of language arts and reading, math, science, social studies, and the fine arts. At the secondary level, the teacher demonstrates knowledge of the subject area or areas he or she is certified to teach. Teachers have a knowledge of basic facts and assumptions that are central to the discipline. They understand the debates and processes of inquiry that are central to their discipline. Teachers integrate the disciplinary knowledge with other subject areas. They make connections between knowledge of the subject areas and real life situations at the level of the students being taught.

Understanding the debates and processes of inquiry that are central to their discipline.

As teachers develop, they may ask, How do I.. or Why do I...

- Use professional literature, school district, and other professional development opportunities to increase my understanding of teaching and learning?
- Expand my knowledge of new instructional methods and technologies?
- Ensure that my knowledge of the subject matter incorporate different perspectives?
- Challenge all students to think critically in each subject area?
- Develop and use repertoire of instructional strategies that are well suited to teaching a particular subject?

Integrating disciplinary knowledge with other subject areas.

As teachers develop, they may ask, How do I.. or Why do I...

- Communicate with other professionals in my school to make connections with other areas of the curriculum?
- Create opportunities to collaborate with my colleagues?
- Identify and integrate key concepts and relationships across subject matter areas?
- Develop units and lessons that highlight themes with and across curriculum areas?
- Help all students to see the relationships and connections across subject matter areas?
- Use my knowledge of the subject to plan units and instructional activities that demonstrate key concepts and their interrelationships?
- Help all students to apply learning from different curricular areas to solve problems?
- Use a variety of instructional strategies and…?

Using a variety of methods for teaching language arts and reading, math, science, social studies, and fine arts at the elementary level or a variety of methods for teaching reading and the subject area.
As teachers develop, they may ask, How do I.. or Why do I…
- Choose strategies that make the subject matter understandable to all students?
- Use a variety of instructional strategies and approaches to illustrate a concept?

Integrating knowledge, skills, and methods of inquiry to create interdisciplinary learning experiences, while understanding the principles & techniques associated with different instructional strategies.
As teachers develop, they may ask, How do I.. or Why do I…
- Identify and integrate key concepts and relationships across the curriculum?
- Help all students to apply learning from different curricular areas to solve problems?
- Develop units and lessons that highlight themes within and across curriculum areas?
- Help all students to see the relationship and connections across the curriculum?

Understanding learning theories, subject matter, curriculum development, and student development, and using this knowledge to plan instruction to meet curriculum goals.
As teachers develop, they may ask, How do I.. or Why do I…
- Organize curriculum to ensure that students develop a deep understanding of core concepts in each subject matter area?
- Continue to keep subject matter knowledge current?

Using different strategies to recognize and accommodate exceptional children and knowing different services and resources, as well as how to access them, to meet their needs.
As teachers develop, they may ask, How do I.. or Why do I…
- Adjust the lesson plan to make content relevant and accessible to each student?
- Modify my plans to ensure opportunities for all students to learn and synthesize information?
- Use a range of strategies to implement and monitor individualized student learning goals?
- Anticipate and develop knowledge of services and resources within the school and district?

Understanding that schools are part of a larger community and related basic laws/ethics
As teachers develop, they may ask, How do I.. or Why do I…
- Demonstrate professional, ethical conduct and integrity in the classroom and school community?
- Maintain current knowledge about professional & legal responsibilities?

Understanding the influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning
As teachers develop, they may ask, How do I.. or Why do I…
- Build understanding of my students cognitive and linguistic development?
- Develop understanding of my students social, emotional, and physical development?
- Organize subject matter to reveal, value, and respect different cultural perspectives?
- Build on student life experience, prior knowledge, and interests to make the content relevant and meaningful?

Understanding principals of human motivation and behavior and their implications for managing the classroom and organizing individual and group work
As teachers develop, they may ask, How do I.. or Why do I…
- Help students manage their time and materials during learning activities?
- Support and monitor student collaboration during learning activities?

Using effective evaluation of curriculum materials and resources for accuracy, comprehensiveness, and usefulness for representing ideas and concepts.
As teachers develop, they may ask, How do I.. or Why do I…
- Select and use learning materials and resources to promote students understanding of subject matter?
- Expand my knowledge of new instructional methods and technologies?
- Continue to seek out and refine approaches that make the curriculum accessible to every student?

Understanding the characteristics, uses, advantages, and limitations of different types of assessments for evaluation, while having knowledge of measurement theory, interpretation of test results, and assessment related issues.
As teachers develop, they may ask, How do I.. or Why do I…
- Use standardized tests, diagnostic tools, and developmental assessments to understand student learning and progress?
- Use a variety of assessments to determine what students know and are able to do?
- Use assessment data to plan more effective ways of teaching subject matter concepts and processes?
- Use assessment data to meet students individual needs?
- Use assessment to guide my planning?
- Use assessment data to analyze my strengths and weaknesses with students.

Standard 8:
Demonstrates Current Professional Knowledge

At the elementary level teachers use a variety of methods for teaching language arts and reading, math, science, social studies, and fine arts. At the secondary level they use a variety of methods to teach reading and their subject area. Teachers use interdisciplinary learning experiences, which integrate knowledge, skills, and methods of inquiry. They have knowledge about principals and techniques associated with various instructional strategies as well as learning theories, subject matter, curriculum development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning. Teachers understand the principals of human motivation and behavior and their implications for managing the classroom and organizing individual and group work. They can make effective evaluation of curriculum materials and resources for accuracy, comprehensiveness and usefulness for representing particular ideas and concepts. Teachers know the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, determining, what they know and are able to do, and identifying what experiences will support their further growth and development. They understand measurement theory, interpretation of test results, and assessment-related issues, such as validity, reliability, bias, and scoring. Teachers know of services and resources to meet the needs of exceptional children and how to access them. They understand that schools are organizations within a larger community context and the operations are relevant aspects of the educational system. Teachers know laws and ethics related to student, parent, and teacher rights and responsibilities.